EFL TEACHERS' MOTIVATION STRATEGIES IN THE EFL CLASSROOM

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ABSTRACT

This study reported EFL teachers' motivation strategies in the EFL classroom. This descriptive study was aimed to find out the motivation strategies of EFL teachers in English classroom of three junior high schools in Tasikmalaya and to find out the essence of EFL teachers' motivation strategies influencing students' motivation in learning English in the classroom from the students' perceptions. There were Nine (9) students and three (3) English teachers as the participants. Two research instruments were managed, namely the interview and the questionnaire. Three data analysis techniques used in this study are exploratory data analysis, interpretative approaches, and triangulation analysis as adapted from Cohen, et al. (2007, p. 507), Berg (2004, p. 34), and Fraenkel, et al. (2012, p. 559). The findings revealed that four kinds of EFL teachers' motivation strategies used in English classroom were creating the basic motivation condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation. The findings also revealed that the extent of the students' responses on EFL teachers' motivation strategies affected positively toward their motivation in learning English in the classroom.

Keywords: *EFL classroom, EFL teachers, motivation strategies*

INTRODUCTION

Based on psychology aspect, motivation is one of the most important concepts because it describes someone's behavior and thoughts. Dealing with this, Dornyei (2005, p. 66) defines "motivation deals with the fundamental question of why people think and behave as they do." Based on education, motivation is the product of effort and desire to obtain the learning goal. Similarly, Cheung (2018, p. 56) defines "motivation is as a strength that moves, generates, and sustains goal-directed behavior." It can be implied that language motivation is the blend of effort plus desire to achieve the learning goal of the language combined with favorable attitudes toward learning the language.

Motivation shows to be one of the main factors of foreign or second language learning achievement in diverse studies. In line with this thoughts, students' motivation toward English language learning can, to a certain extent, influence their learning

outcome. It is beneficial to investigate students' success or failure in learning English because it may possibly affect their motivation in learning language. Additionally, motivation is a crucial contributing factor in language learning. The success of a method sometimes counts on how students get motivated. Relevant with this, Ho (2017, p. 11) claimed "motivation has been defined as a key to successful factor in studying a language." So, it is obvious that motivation is very significant in teaching learning process. Motivation will make the students stimulated to keep learning.

On the contrary, many Indonesian students generally encounter problem with their motivation. Similarly, Salwa (2016, p. 545) claimed that EFL learners' motivation in Indonesia is poor. The main supporting factors are the large class, unskilled teachers, and boring learning environments." Accordingly, many students face difficulty in reaching their academic achievement. Thus, teachers should give the motivation to students in English learning. Similarly, Reid (2007, p. 14) claims "some children must be motivated and a teacher must increase the means and methods to enable and facilitate this motivation."

So, motivation strategies function to increase the students' motivation in learning English. Motivation strategies are techniques that EFL teachers used to increase and to maintain students' motivation to learn English. Similarly, Dörnyei (2001, p. 28) defines "motivation strategies are techniques that endorse the individual's goal-related behavior." Thus, teachers give influence toward students' motivation in learning a foreign language effectively. Similarly, Ounis (2017, p. 180) found "teachers are interested in motivation strategies to be a charger to the students' motivation and enthusiasm to learn English." In short, teacher's motivation strategies positively implicate to students' language motivation and achievement in class.

Many educational experts through their research focus more on the study on using motivation strategies in EFL classroom. In this case, Kakar and Pathan (2017) carried out a study on "Exploring the Motivation Strategies Practiced by Pakistani EFL Teachers to Motivate Students in Learning English Language." However, Ounis (2017) also carried out a study on "Study of the use of Motivation Macro − Strategies in the teaching of the English Language in the Tunisian context." Based on Indonesian context, only few topics can be found in concerning motivation strategies. One example is what has been studied by Soraya, Kurnia, and Setiawan (2017) entitled "Teachers' Motivation Strategies Used in Indonesian EFL Islamic University Students."

Those previous studies showed that positive influences of using motivation strategies toward students' English achievement really occurred. Likewise, those previous studies and this research also focuses on EFL teachers' motivation strategies in the classroom. However, the differences are in terms of research focus, research site, research participants, research method, and data collection. Thus, this study took place in Indonesian setting along with its cultural attributes, unique and specific compared to other researches with similar topic but different context and paradigm. So, this study tended to conduct the study concerning on EFL teachers' motivation strategies in the EFL classroom at the eighth grade of three Junior High Schools in Tasikmalaya. The following research questions that have been formulated are as follows:

1. What motivation strategies are used by EFL teachers of Junior High Schools in the English classroom?

2. To what extent do EFL teachers' motivation strategies affecting students' motivation in learning English in the classroom based on the students' perceptions?

Descriptions of Motivation on Students' English Learning Improvement

In education, motivation is the effort product and appeal to gain the goal of learning. Likewise, Cheung (2018, p. 56) defines "motivation is as a strength that moves, directs, and sustains goal-directed behavior." Similarly, Al-Mahrooqi, Ul-Hassan and Asante (2012, p. 38) clarifies "motivation is the fluctuated stimulus of an individual which moves mental and physical activity, creates interest and realizes them with or without success." Furthermore, Barriga (2013, p. 915) defines "motivation means: effort, interest, and manner towards learning a foreign language. It can be claimed that language motivation is the blend of effort with interest to gain the goal of language learning interesting manner toward learning the language.

Intrinsic and extrinsic motivation are two factors of motivation. The former is the motivation coming from inside of individual. The latter is the motivation that comes from outside individual. Regarding this, Harmer (2007, p. 98) claims "intrinsic motivation comes from within the individual." Besides, Harmer (2007, p. 98) adds "extrinsic motivation is the product of some outside factors, for example the demand to pass an exam, the expectation of financial reward, or the feasibility of future travel."

Motivation shows to be one of the main contributing factors of foreign or second language learning goals in numerous studies. McDonough (1983, p.142), cited in Drbseh (2015, p. 236) ascertains that "students' motivation is one of the most important factors implicating to their success or failure in language learning." Dornyei (2001, p. 2) argues "motivation takes part significantly in determining success or failure in any learning situation." Additionally, Drbseh (2015, p. 236) argues "ESL/ EFL student's motivation in language learning is influenced by her/his attitudes towards language learning." In brief, motivation is very important for students because it is the starting point for their success and failure in language learning.

In addition, motivation implicates to the success of students' academic achievement. Gbollie and Keamu (2017, p. 2) argues "motivation aspects are very important to students' academic achievement because they help to adjust the scope to which students will consider, examine, attempt, and show interest in the task." Sogunro (2015, p. 22) said "many factors are important to a student's success in university level and motivation is another key factor." It means motivation is achieving academic success of a study program.

Descriptions of Motivation Strategies

EFL teachers practiced motivation strategies as teaching technique to increase and maintain students' motivation to learn English. Similarly, Dörnyei (2001, p. 28) defines "motivation strategies are techniques that increase the individual's goal-oriented behavior." Soraya, et al. (2017, p. 4) argue "techniques that promote the student's goal-oriented behaviors named as motivation strategies." In short, motivation strategies relate to those motivation influences that are consciously exerted to receive some systematic and lasting positive effect.

This study also concluded that teachers should increase and practice those motivation strategies which promotes the students' desire, attention, and satisfaction. Kakar and Pathan (2017, p. 121) argues that "motivation strategy increases the instrumental students' values. Practicing these strategies is very advantage and fun of motivating students in language process." However, Ceylan (2016, p. 113) argues that teachers use motivation strategies in the classroom to support their students in regulating their motivation, avoid demotivation; Thus, it can help them perform in academic tasks." Besides, Ounis (2017, p. 181) revealed that all EFL teachers who took

part in the study comprehended the importance of the practice of the diverse motivation strategies as essential techniques to keep the student's interest to know more the language." In brief, teachers would considered it so helpful to blend these motivation strategies in their classrooms and help their students make the most of their language learning.

Motivation strategies are numerous that teachers can practice inside their classrooms. Dörnyei (2001, p. 29) proposed that these strategies could be classified into four categories. The first category deals with the classroom conditions which is important to develop basic motivation by fostering proper teacher behavior, have a good relationship with students, maintaining an enjoyable and helpful atmosphere in the classroom, and providing group regulation to increase a cohesive student group. The second category highlights on activating student motivation by developing their language-oriented values and manners, enhancing their goal focus, adjusting the curriculum relevant, and creating realistic student sights. The third category consists of maintaining motivation by arranging proximal sub goal, increasing the quality of the learning experience, increasing student self-confidence, creating student's self-regulated learning, and improving self-motivating student strategies. The fourth category concerns with developing positive self-assessment by improving attributions to attempt rather than to ability, sharing motivation feedback, and increasing student satisfaction.

METHOD

Research Design

This study used qualitative method because it interpreted and narrated the factual data of activities or situations. Relevant with this, Fraenkel, Wallen, and Hyun (2012, p. 426) declared "qualitative method is research studies that observe the quality of relationships, activities, situations, or materials." The research design used descriptive study. Likewise, descriptive studies synthesize the characteristics (abilities, preferences, manners, and so on) of individuals or groups or (once in a while) physical setting (such as schools) (Fraenkel, et al. 2012, p. 15). A descriptive study was employed in this study because it reveals teachers' behaviors and students' preferences about motivation strategies in the classroom.

Research Participants

Purposive sampling technique was chosen in this study to adjust the research participant. Fraenkel, et al. (2012, p. 100) stated that in purposive sampling, the study use their views to select a sample that they believe, based on prior information, will contribute to them with the data need. For research participant, nine (9) students and three (3) English teachers at the eighth grade of three Junior High Schools in Tasikmalaya were selected because they understand motivation strategies and know how to use them.

Data Collection Procedures

Two research instruments used in this study are the interview and the questionnaire. The interview was carried out to three (3) English teachers in three Junior High Schools in Tasikmalaya. It functions to clarify and verify the data from students' questionnaire. The questionnaire consisted of five (5) questions. During the interview process, the writer became the interviewer and the teachers became the interviewees. At the same time, the interview was also audio-recorded.

After conducting the teacher's interview, the questionnaire was also handed in to nine (9) students. The writer utilized two questionnaires in the study. The first one consisted of 35 statements and the second one consisted of 10 statements. However, the responses of the first questionnaire were in form of dichotomous questions because the students should respond the statements by putting checklist symbol [√] in the response's column consisting of two categories, namely "Yes" or "No" responses. On the contrary, the responses of the second questionnaire were in form of Likert scales. In filling out Likert scales, the students should put checklist symbol [√] in the responses column consisting of five categories, namely "Strongly Agree", "Agree", "Neither Agree nor Disagree" or "Neutral", "Disagree", and "Strongly Disagree" responses. In addition, the data was collected and analyzed to answer the research questions. Finally, the writer concluded the analysis result and wrote the report.

Data Analysis Procedures

There were three data analysis techniques used in this study. First was exploratory data analysis that functions to analyze the results of the closed-ended questionnaire as adapted from Cohen, et al. (2007, p. 507). Second was interpretative

approaches that functions to analyze the results of the semi-structured interview as adapted from Berg (2004, p. 34). Third was triangulation analysis as adapted from Fraenkel, et al. (2012, p. 559). It functions to combine and synchronize the data results.

FINDINGS AND DISCUSSION

After gathering the data taken from the interview and the questionnaire, the analysis of each instrument was elaborated as follows:

1. ***The Motivation Strategies which are Used by EFL Teachers of Junior High Schools in the English Classroom based on the Students' Perceptions***

The first research question was "What motivation strategies are used by EFL teachers of Junior High Schools in the English classroom based on the students' perceptionns?" This research question was purposed to investigate the motivation strategies practiced by EFL teachers of three Junior High Schools in the English classrooms.

English teachers' responses on the interview revealed four motivation strategies were used by EFL teachers in the classroom. They were developing the students' intrinsic interest in the language learning process, escalating students' expectancy of success in any tasks and generally in learning as well as helping to build realistic students' beliefs (Dörnyei, 2001, p. 29).The interview result was also triangulated with the questionnaire result.

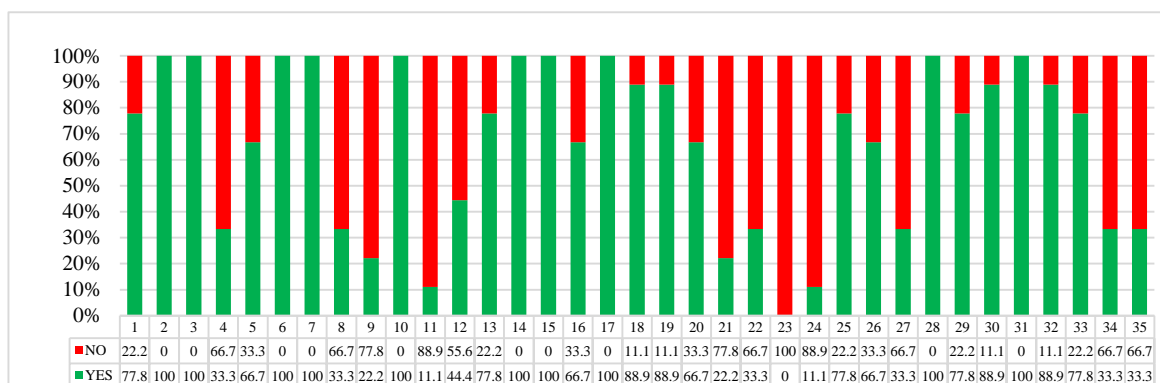The next step was formulating the calculation percentages in every statement shown at figure 1.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
NO	22.2	0	0	66.7	33.3	0	0	66.7	77.8	0	88.9	55.6	22.2	0	0	33.3	0	11.1	11.1	33.3	77.8	66.7	100	88.9	22.2	33.3	66.7	0	22.2	11.1	0	11.1	22.2	66.7	66.7
YES	77.8	100	100	33.3	66.7	100	100	33.3	22.2	100	11.1	44.4	77.8	100	100	66.7	100	88.9	88.9	66.7	22.2	33.3	0	11.1	77.8	66.7	33.3	100	77.8	88.9	100	88.9	77.8	33.3	33.3

Figure 1. The Percentages of the First Questionnaire

The first questionnaire result from the first to the thirty fifth statements had been triangulated with the interview result from the first and the second questions as the answer of the first research question. The findings revealed that four kinds of motivation strategies were practiced by EFL teachers of three Junior High Schools in English classrooms. They were building the basic motivation conditions, activating initial motivation, maintaining and protecting motivation, and developing positive self-evaluation. These motivation strategies in the English classroom were adapted from Dörnyei and Ushioda (2011, pp. 137-144).
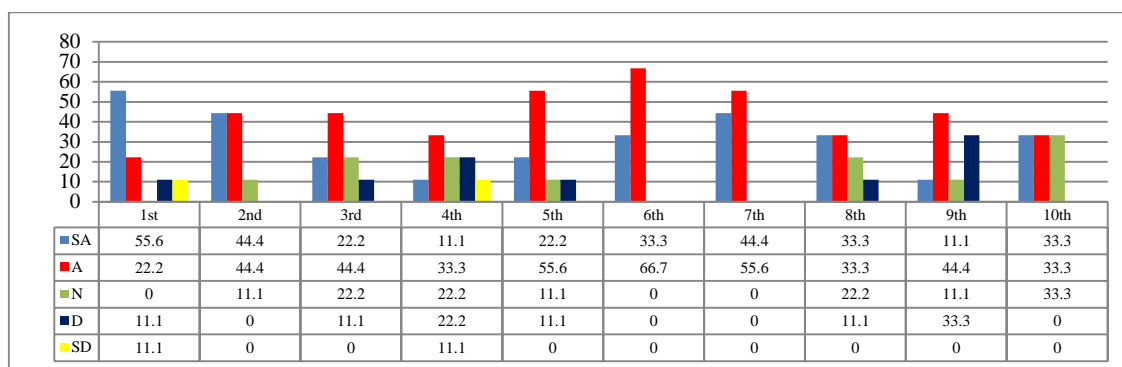
2. The Extent of EFL Teachers' Motivation Strategies Affecting Students' Motivation in Learning English in the Classroom based on the Students' Perceptions

As elaborated earlier in the first chapter, the second research question was "To what extent do EFL teachers' motivation strategies affecting students' motivation in learning English in the classroom based on the students' perceptions?" This second research question was proposed to find out the extent of EFL teachers' motivation strategies influencing students' motivation in learning English based on the students' response.

The teachers argued that motivation strategies could ease their tasks in teaching English for some reasons. First, motivation strategies were advantageous for them because they were able to control students' learning activities. Second, motivation strategies were able to motivate the students by building positive attitude and learning experience. Third, motivation strategies were able to motivate the students by letting them know more about the language. The teachers also claimed that the practice of motivation strategies could improve their students' motivation in the EFL classroom. They also claimed that motivation strategies enhanced their students' English academic accomplishment and abilities in the classroom. Similarly, Salani and Maphane (2017, p. 223) conducted the research on "the incorporation of motivation strategies in classroom instruction as revealed by the findings of the study plays an integral part in enhancing students' academic performance."

Based on the analysis of the students' responses on the second questionnaire from the first to the tenth statement, the writer also formulated and calculated the percentages in every statement which was shown at figure 4.2.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
SA	55.6	44.4	22.2	11.1	22.2	33.3	44.4	33.3	11.1	33.3
A	22.2	44.4	44.4	33.3	55.6	66.7	55.6	33.3	44.4	33.3
N	0	11.1	22.2	22.2	11.1	0	0	22.2	11.1	33.3
D	11.1	0	11.1	22.2	11.1	0	0	11.1	33.3	0
SD	11.1	0	0	11.1	0	0	0	0	0	0

Figure 2. The Percentages of the Second Questionnaire

The result of the second questionnaire from the first to the tenth statement had been proceeded by means of triangulation over the interview result from the third to the fifth questions to answer the second research question. The findings revealed that the extent of the students' perceptions on EFL teachers' motivation strategies had positive effect toward their motivation in learning English in the classroom. Besides, they had a positive effect on escalating their English accomplishment and English academic performance. The students' perceptions on motivation strategies had been also strengthened by their teachers to prove that they were true. The teachers claimed that motivation strategies could make teaching English easy and could escalate their students' motivation in the EFL classroom. They also claimed that the practice of motivation strategies improved their students' English academic accomplishment and abilities in the classroom. Similarly, Bernaus and Gardner (2008, p. 387) conducted the study on "the students' perception of motivation strategies used by the teachers was significantly related to their affective variables and English achievement."

Discussion

The findings of this study were different from the findings of the previous study carried out by Kakar and Pathan (2017) who revealed that *Promotion of Students Autonomy Strategy* exceedingly practiced motivation strategy followed by *Familiarize Students with L2-related Values* as the second most popular strategy that EFL teachers practiced to motivate students in learning English language. The different laid on the findings between this study and the previous study. This study focused on motivation strategies adopted by Dörnyei (2011, pp. 137-144), while the previous study focused on motivation strategies adopted by Cheng & Dornyei (2007).

Additionally, the findings of this study was also different from the findings of the previous study carried out by Ounis (2017) who revealed that the most frequently used motivation strategies for the teachers are personalizing the learning process, making the language classes enjoyable, increasing the students' linguistic self-confidence, building a good relationship with the students and making a pleasant, relaxed atmosphere in the classroom. The difference between the findings of this study and the previous study focused on motivation strategies adopted by Dörnyei (2011, pp. 137-144), while the previous study focused on motivation strategies adopted by Dörnyei and Csizér (1998, p. 222).

Besides, the findings of this study was also different with the findings of the previous study carried out by Soraya, et al. (2017) who showed that motivation strategies resulted on enthusiasm for teaching and appropriate behavior, developed good rapport with students and used diverse interesting activities. The different findings between this study and the previous study displayed that this study focused on motivation strategies adopted by Dörnyei (2011, pp. 137-144) and the previous study focused on motivation strategies adopted by Dörnyei (2001).

CONCLUSIONS

The conclusions showed that there were four motivation strategies practiced by EFL teachers in teaching English in Junior High Schools. Those four motivation strategies were building the basic motivation conditions, activating early motivation, keeping and protecting motivation, as well as encouraging positive self-assessment. The conclusion also indicated that EFL teachers' motivation strategies had positive effect toward students' motivation in learning English in the classroom. In addition, they had a positive effect on improving students' English skill, accomplishment, and academic performance.

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